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ABSTRACT

A project produced and field tested a selected set of video tapes and instructional material illustrating actual student performances and job requirements while on a high school work experience program. Objectives were (1) to enhance on-the-job student performances via immediate audio and visual feedback, (2) to establish a library of realistic videotapes of students performing in local occupations and businesses, (3) to supply prevocational instructors with career awareness tools, (4) to illustrate to all interested parties the performance and degree of involvement of students in the work program, (5) both to provide prospective employers an overview of work program students and to compliment the involvement of employers now involved with the program, and (6) to bolster confidence and self-esteem of students in the work program, especially educable mentally retarded (EMR) students. Portable videotape equipment was used to tape performances of students actually working on their respective jobs. Unedited tapes were shown to students for work evaluation purposes. Then tapes were edited into ten- to fifteen-minute presentations, and teacher packets of lesson plan material were developed for each. Packets and tapes were field tested at junior and senior high and college levels. The overall conclusion is that all objectives were met, with most success in objectives 3 and 6. A list of the tapes by occupation and three sample teacher packets are appended. (JT)

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FINAL REPORT

A WORK EXPERIENCE VIDEO TAPE SATELLITE PROJECT FOR EMR STUDENTS

Project Number 19-6815

William P. Caci

December 29, 1977

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL EDUCATION

RESEARCH COORDINATING UNIT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

This project primarily attempted to produce a selected set of video tapes and instructional material illustrating actual student performances and job requirements while on a high school work experience program.

The edited video tapes present to students and professional personnel a previously unavailable, objective and immediate description of both specific and general performances of particular occupations by students. Additionally, pointed employer interviews give an accurate insight of specific jobs and other aspects of an occupation.

The project also attempted to make career selection more realistic for pre-vocational students; better inform parents about the program; assist in the training and job opportunties made available by employers; and bolster the self-esteem of working students with positive aspects of immediate audio and visual feedback of their respective job performances.

Instructional material was developed specifically for each video tape program and assembled for teachers to use with work program students. This lesson plan form material is designed to assist students with the responsibilities, requirements, vocabulary and other aspects of both specific and general occupations.

There were approximately 52 students involved directly with the project. Thirty-five students were from the Educable Mentally Retarded (EMR) class, 18 of which were males. Of the 17 regular class students in the program, 11 were males. Juniors and seniors, 16 years of age or older, represented the bulk of the student group. Five qualified 10th grade students were also involved.

The program's main objectives were as follows:

1. To enhance on-the-job student perfromances via immediate audio and visual feedback of their actual performances.
2. To establish a library of realistic video tapes of students performing in local occupations and businesses.
3. To supply vocational instructors with a more precise view and instructional tool for use with work program students.
4. To illustrate to all interested parties the performance and degree of involvement of students in the work program.
5. To both provide prospective employers an overview of work program students and to compliment the involvement of employers now involved with the program.
6. To bolster the confidence and self-esteem of students on the work program, especially EMR students.

Employers, students and other interested parties were informed of the program and this project's overall objectives prior to any planning or taping sessions. The project director used portable video tape equipment to tape performances of students actually working on their respective jobs. Employers or supervisors of the occupations recorded were then interviewed to obtain an overall outlook or insight of specific occupations. A number of recording dates were necessary to obtain complete tapes of both student performance and employer interviews.

Unedited tapes, which showed both good and poor performances, was immediately shown to students on the program in order to solicit their candid reactions. These sessions were also used to note any specific items in a student's performance which could readily be improved by instruction or training at the home school. Reactions and reflections of students and the work coordinator were stored and analyzed for comparison with a student's performance at a later time.

Completed and edited tapes were produced with the use of video

tape editing machines and other equipment. These tapes were made available to work experience students, pre-vocational students, employers, and other interested parties such as work experience program coordinators, guidance counselors, parents, teachers and administrators.

The reactions and suggestions from all parties viewing the tapes was taken into account to assist the student in becoming a more successful person on his or her job and to continue gaining overall success in the work experience program.

Approximately 20 tapes have been completed to date, half of which are fully edited with the remainder nearing final completion. Edited tapes run from 10 to 15 minutes in length, including compact employer interviews before and after a student's performance in an occupation. There are three "breaks" or places throughout the tape presentation to allow instructors and students the material presented. Teachers may also introduce vocabulary or other material when the breaks occur, depending on their individual lesson plans or student responses.

Edited tapes were completed after employer interviews and all student job performances were recorded to the satisfaction of the project director. Unedited tapes were then analyzed and pieced together to produce a finished copy. The inclusion of teacher guides or packets to accompany each tape was developed to enhance the effectiveness of the project's objectives in the classroom. The material was designed for use by teachers of EMR students or borderline students and instructors of vocational classes. This material was developed prior to field testing of the tapes and revised after results were analyzed.

A composite tape of the project is also nearing completion and contains scenes and comments of students from all tapes recorded to date. It also includes project objectives and employer interviews with a narrative supplied by the project director.

Scheduled for completion are tapes on additional local or relevant occupations and businesses as well as tapes dealing with interview sessions, applications for employment, dealing with some government agencies, time-clock procedures, dress, vocational and personal attitudes, and other aspects of occupational education.

FINDINGS AND ANALYSIS

A number of major findings recorded by the project director indicated the success and effectiveness of video tape work experience presentations to on-the-job and pre-vocational class students.

A strong demand for the production of more and similar tapes was found through field testing of the material. According to observations recorded by the project director and instructors involved in field testing the tapes and written material, students in pre-vocational classes responded best to the tapes. This was evidenced by observed "attention" and "interest" level responses during and following each video tape presentation. The attention level of EMR students was reported to be "high" in most cases due to the variety, explanation level, vocabulary, and presentation of each program. Students indicated a better understanding of specific occupations and work responsibilities, previously only vague images in their working world understanding or experience.

A number of comments recorded by observers indicated students were impressed with the variety of duties performed on all jobs and the ability of peers to handle specific jobs with a high degree of success. It was also apparent that some students had an almost instant personal awareness concerning their interest and ability level with the occupation viewed.

On-the-job students often beamed with pride on seeing their performances on TV monitors. The tapes for these students, and EMR students in particular, has become a significant and useful tool to enhance self-esteem in classes observed by the project director

and other instructors involved in field testing the material.

Some changes in behavior were apparent after students viewed the tapes, a fact verified by later recording sessions and noted by either by students, supervisors, or the work coordinator. The positive behavior changes were directly or indirectly attributed to the video tape playback sessions and discussions with the work program coordinator concerning the video tape viewings. On-the-job students frequently noted positive and negative aspects of their own behavior, but were most often surprised or delighted to "see" how well they actually did their duties. Comments from students ranged from "I guess I move too slow sometimes" or "Am I really that sloppy?" to "Hey, I'm not doing too bad" and "I do more than that most of the time." A favorite comments was simply "That's me."

Students requested more tapes from the start; however, only a limited number could be produced due to the time needed to record, interview, set recording dates, and assemble or edit tapes.

Parents became more receptive to their son or daughter entering the work program after seeing various performances. They felt somewhat relieved and confident concerning the possible success of their children after viewing the tapes.

Employers appreciated the tapes for a number of reasons. They especially liked the way the tapes illustrated how they personally ran their operations. They felt the tapes showed much about their bussiness and often came away taking pride in what they saw and how their personnel performed. In some cases employers reworked training methods slightly to make their programs more effective.

Edited, unedited, and composition tapes have been shown at various in-service sessions, workshops, and conferences. The material has been presented at the Pennsylvania Council for Exceptional Children Conferences in Pittsburgh, Philadelphia and Seven Springs; the Pennsylvania Department of Education Curriculum Conferences at Shippensburg, and in-service sessions at East Stroudsburg, Reading and Lancaster. Tapes have also been mailed to various persons and organizations interested in the project.

After interest in the tapes and the program's objectives was confirmed, written material specifically designed to accompany each individual video tape was developed by personnel from the Berks County Intermediate Unit. The "teacher packets" and video tapes were field tested by junior and senior high school teachers of EMR students as well as instructors in the Vocational Technical schools and college level. Following is a summation of field test responses:*

QUESTION: Do the tapes and written material meet the stated objectives of the program? All responded yes with the following comments:

1. ...occupations covered basic duties of a job well.
2. Employer interview sessions were excellent.
3. ...allowed students to observe attitudes and behavior of successful employees....
4. ...assisted in general awareness of job.
5. Students could observe peers in successful employment situation.

*Summarized and condensed to facilitate ease of reading.

6. Vocabulary and skills required...presented nicely in teacher packets.

7. Tapes expressed positive attitudes and behavior.

8. ...observers see how successful employee and satisfied employer relationship is accomplished.

9. Goals of broadened vocational exposure and awareness achieved in relevant and enjoyable manner.

10. Objectives relative to job awareness fully met.

QUESTION: Are teacher packets compatible with video tapes? All responded yes with following comments:

1. ...highlighted major concept areas and presented... appropriate vocabulary.

2. Provided successful educational material....

3. Enhanced and reviewed what...was in tapes.

4. Packets and tapes compatible.

5. ...complimented tapes well, but should be expanded to anticipate student questions and subject matter.

6. ...provides useful activities for classroom.

7. ...do the job well, but some questions could be designed for use at "breaks" and others for conclusion. Teachers may find tapes...useable if entire package...coordinated.

QUESTION: Are discussion questions, enrichment activities and vocabulary relevant to your situation? Answers were generally yes with following comments:

1. Great for detailed exploration....

2. Appropriate, but field trips could be difficult....

3. Geared to draw out discussion and awareness of work....

4. Excellent for high school EMRs.

5. Provides materials for working with different levels.

6. Helpful in planning unit of instruction.

7. Assisted in developing group and individual...activities.

8. Presented a broad range of levels.

9. Interview format was direct...and covered most of basics. Occupations covered in realistic manner.

10. Related to objectives...should provide opportunity for helpful instructions.

QUESTION: Would you recommend any alteration in length of video tape presentation? Most indications were that the length was most appropriate and held the attention of the students. No alterations were recommended.

QUESTION: Was the language and illustrations appropriate for the designated level? All said yes with the exception of vocabulary terms used by employers during their interview sessions. Comments ranged from "clear and explanatory" to complimented the visual well in most cases."

QUESTION: Would you utilize other tapes from this program? All 10 said yes. Many reported a strong desire by students to see more tapes in the future.

QUESTION: Is the use of videotape a viable delivery system? Most said yes; however, some responses indicated the equipment could be a problem in some areas. Following are some comments:

1. Students seamed enticed by the equipment because of its rare use in our setting.

2. Equipment must be available or tapes are useless.

3. Had...trouble getting equipment...because of limited number of machines in district. When equipment arrived, had only limited time to utilize....

4. Received playback equipment in poor condition...had some trouble until "expert" arrived to clean....

5. District seems to favor 16mm instead of videotape.

6. Provided good learning experience.

QUESTION: Were the stops in the videotape appropriate? All responded yes.

QUESTION: What was student reaction? Answers varied, but were basicly positive. Following are some comments:

1. ...positive, extremely positive. Only criticism was clarity of tapes. Good things said about content.
2. Very positive. Thought it was "neater than a movie."
3. Many felt it helped them know what the job is like and and whether they would like it. Wanted to see all others.
4. Extremely positive.
5. Grades 9-12 responded well and were anxious to discuss. May have been less worthwhile for youngsters in grades 7-8.
6. Students asked to see tapes again...were anxious to become part of work program.
7. Great! Wanted to visit several places of employment.
8. Students really enjoyed....
9. Enjoyed, but were somewhat upset with equipment.
10. Liked how tapes showed how to...and what to...
11. Wanted to see more.

QUESTION: Teacher suggestions or reactions? All felt the tapes and packets were excellent tools of instruction for career awareness. Following are some comments:

1. Good alternate means of deliverly system for career awareness material.
2. Utilization of our natural resources, the student, is excellent. Students...identifies with concreteness of true-to-life situation. Only concern is quality of tape reproduction.
3. Very pleased and surprised at interest and enthusiasm of students.
4. Worthwhile...students did gain...interview with employers was excellent.

5. Great program to assist students in career orientation and job awareness.

6. Received very well...student interview may be something to consider.

7. Provided excellent learning experience without actual experience.

8.. Excellent.

9. Only concern is that material be developed to work-book like material. Should be part of Vo-Tech. Liked interviews and non-regional approach.

10. Comments from students would upgrade meaningfullness.

Although the primary objective of the program was to offer immediate feedback to students working, the project director has found that pre-vocational students have an opportunity to actually "see and hear" fellow students working in familiar occupations and places of employment. Because the job stations are realistic, pre-vocational students quickly become aware of how their own abilities and interest match the occupations they previously expressed desires to attempt. Their comments ranged from "That job is not for me" or "Do you really have to do all that stuff," to "I can do that!" or "That really looks like fun, I think I'd like to do that."

Tapes of special interest to some students are re-run often by the students. When particular job openings arise and a number of students are eligible, students are permitted to view the tapes concerning the occupation. There reactions and interest determine a priority list for the work coordinator. With this information, time on the part of the student, work program director, and employ are saved. Those students not interested or unable to perform the tasks are screened out early, thus eliminating frustrating failures.

CONCLUSIONS AND RECOMMENDATIONS

All program objectives were achieved to some degree, based on the responses of students, teachers, parents, administrators, employers, and other interested parties. However, there is a definite need to further develop and expand the material, seek an effective means of dissemination, and refine a number of points in the production of the material.

The primary objective of enhancing on-the-job student performances via immediate audio and visual feedback of on-the-job performances was achieved. This conclusion is reached subjectively by the project director, but is based on the feedback of employers, supervisors, parents, and most importantly, students working at various job stations.

It was determined that employment behavior patterns of students in the work program were often altered after students viewed themselves on video tape. In some cases, student performances needed little corrections; however, these students profited indirectly by adding to their self-esteem, confidence, and standing with peers and employers.

It is recommended video tape sessions of students be continued where and when possible to afford them an opportunity of gaining self-esteem and credit in the eyes of employers, peers, and parents. There is little doubt students see themselves more clearly after viewing themselves actually performing on a job station.

The objective of establishing a library of realistic video tapes of students performing in local occupations and businesses has not been fully realized to date. However, it is being established now.

This resource tool is considered vital to the project director and instructors of pre-vocational students.

It is recommended that existing and new tapes on the work program be reproduced by the project director or by the facilities existing at the Pennsylvania Department of Education.

Vocational instructors now have a more precise instructional tool for pre-vocational and on-the-job students. The use of this material has greatly reduced the "unknown" factors which often surround prospective places of employment and the requirements of general and specific occupations.

It is recommended that additional tapes of occupations and businesses be recorded and made available to further a person's ability to make realistic and correct career choices. A number of various occupations should be taped to give pre-vocational students and on-the-job students a more complete review of jobs available which may match their personal interests and abilities.

It is also recommended that tapes concerning other aspects of the world of work be prepared to further assist pre-vocational students. These tapes should center on areas such as interview sessions, filling out applications for employment, working a time clock, taking orders from supervisors and others, handling different customers, working cash registers, credit card machines, and other areas of occupational awareness and preparation.

The explanation of how the work program operates and the duties of students on the program has been highly received by parents, counselors, other students and interested parties. Important support for the program and the program's director has been obtained due to

this new and expanded understanding of the program, an aspect previously unavialable.

It is recommended parents of students both on-the-job or in the pre-vocational class view a number of prepared video tape presentations. Their advice and cooperation is invaluable and essential for a successful work experience program.

One of the most significant affects has been the improved self-esteem developed by on-the-job students following playbacks of their particular performances. This personal aspect was of particular importance to EMR students.

It is recommended students be shown positive aspects of their performances to further build their self-esteem.

A major priority was to provide written material to accompany existing edited video tapes. This objective was fully met and considered a successful supplement, according to field test results.

It is recommended that new video tape productions continue to have teacher packets accompany them when used by students in a classroom setting.

The overall conclusion is that the project met all of its objectives to a high but limited degree, with the most success attached to career awareness of pre-vocational students and the gain of self-esteem in EMR students. The ability to use an instant replay vihicle was extremely beneficial to on-the-job students. Video tape afforded the project director the luxury of shooting, reshooting, editing and replaying information at a very low cost, both in time and money, as compared to 16mm film. The media also allowed continuous action, a distinct advantage over still-pictures.

The added ability to narrate tapes and to capture on-the-job sounds was felt to be invaluable and especially realistic for pre-vocational students.

In addition to the ease of operation associated with video tape, the project director found participants appearing to be more than willing to cooperate. The idea and fact of being on TV appeared to break down any existing restriction barriers.

The disadvantages associated with the use of video tape as a viable delivery system are somewhat apparent. Apparently many school districts are equipped with 16mm film projectors or a still-picture delivery system, but many of these same districts lack sufficient video tape playback machines. It has also been reported that playback machines in use are often "out of order" or "dirty" or "Too complicated to use," by teachers and students. However, the ability to stop, rerun, record, edit, add sound, or to "pipe" information into different rooms via a central location, are great advantages the project director feels will make itself felt in the near future.

It was also concluded that the inclusion of teacher packets to accompany the video tapes added the missing dimmension of optional teacher instruction with the material. Teachers now have the option of using the tapes in a class period, a week, or as a unit of study.

It is recommended that unfinished video tape programs be brought to a conclusion and transferred to the Pennsylvnaia Department of Education, Bureau of Vocational Education Research Coordinating Unit, for dissemination.

SUPPLEMENTARY AND APPENDIX MATERIAL

Following is a summary of edited and unedited video tape material associated with the project. A copy of each "teacher packet" produced to date is also included. Tapes are keyed as follows: a "zero" series indicates unedited material; series "A" indicates edited tapes; series "B" indicates partially edited tapes; series "C" indicates unedited introduction or fill-in material recorded to complete edited tapes.

01 - Ceramic Production Worker: Illustrates boy coming to work, receiving instructions, selecting, cleaning, and preparing various molds. Shows recycling of material, removing greenware, and firing material as well as customer touch-up work.

A1 - Ceramic Production Worker: Interview and commentary added and edited to tape No. 01.

02 - Cook's Assistant: Illustrates boy coming to work, receiving instructions, performing routine preparation work, cleaning equipment, and cooking various foods.

A2 - Cook's Assistant: Interview and commentary added and edited to tape No. 02.

03 - Gas Station Attendant: Illustrates boy coming to work, preparing to handle customers, change tires, fix batteries, fill gas tanks, give tourist directions, handle credit card and cash transactions and performing routine functions necessary in a full-service gas station.

A3 - Gas Station Attendant: Interview and commentary added and edited to tape No. 03.

04 - Warehouse Loading Dock Worker: Illustrates boy working at local distribution warehouse. Shows him coming to work, using time card, checking assignments, loading trucks, shifting stock, consulting with foreman, driving a toemotor lift and preparing material for later shipment.

A4 - Warehouse Loading Dock Worker: Interview and commentary added and edited to tape No. 04.

05 - Assistant Chef: Illustrates girl working in a large restaurant. Shows her preparing various foods and dishes, filling customer orders and preparing material for rush-hour business.

A5 - Assistant Chef: Interview and commentary added and edited to tape No. 05.

06 - Bus Boy/Dishwasher: Illustrates boy working in kitchen and busing tables in large restaurant. Shows him coming to work, preparing kitchen area, busing tables, working an automatic dishwasher, refilling various stocks and tableware, cleaning, receiving instructions and taking mid-day break.

A6 - Bus Boy/Dishwasher: Interview and commentary added and edited to tape No. 06.

07 -Autobody Repair Worker: Illustrates boy working in a large autobody repair shop with close supervision by a journeyman on a damaged car. Illustrates various processes and methods used to do work, including sanding, welding, fitting and painting. Also shows workers on other jobs within the shop.

A7 - Autobody Repair Worker: Interview and commentary added and edited to tape No. 07.

08 - Foodline Worker: Illustrates girl working in a local restaurant on a foodline. Shows her preparing for work, preparing for work-day, preparing foodline, working cash register, helping in kitchen, cleaning, and waiting on customers.

A8 - Foodline Worker: Interview and commentary added and edited to tape No. 08.

09 - Book Store Worker: Illustrates girl working at a large book store. Shows her coming to work, receiving daily instructions, taking care of assigned book display area, answering phones, waiting on customers, working cash register and setting-up various display areas.

010 - Discount Store Clerk: Illustrates girl working at a small special-items discount shop. Shows her stocking shelves, pricing materials, receiving instructions from supervisor, waiting on customers, and checking daily inventory list.

011 - School Cafeteria Workers: Illustrates school cafeteria workers cooking and preparing for daily meals in a large high school. Shows use of large equipment and working closely with a number of other workers. Also shows serving line and clean-up work.

A11 - School Cafeteria Workers: Interview and commentary added and edited to tape No. 011.

012 - Pratical Nurse: Illustrates daily routine of nurse at a home for aged. Shows how patients are handled and requirements necessary for good patient care. Contains scenes of washing and feeding patients, taking daily health measurements, and other duties.

A12 - Pratical Nurse: Interview and commentary added and edited to tape No. 012.

013 - Supermarket Workers: Illustrates two boys working in a large supermarket. Shows boys checking stock, helping bag a customer's groceries, clean various areas of the store, assist customers, loading cars, taking a break and puching time card.

A13 - Supermarket Workers: Interv ew and commentary added and edited to tape No. 013.

014 - Dry Cleaning Workers: Illustrates a number of employees doing their work at a large dry cleaning establishment. Shows girl pressing and folding clothes or sewing and cleaning other garments. Tape also shows a rug being cleaned and girls at counter waiting on store customers.

015 - Shoe Department Worker: Illustrates a boy working in a large discount store's shoe department. Boy is shown checking rack items, preparing shoes for display, checking inventory, unloading stock and pricing material as well as working with customers.

A15 - Shoe Department Worker: Interview and commentary added and edited to tape No. 015.

016 - Secretary: Illustrates a girl working in a college office with modern and automatic machinery and equipment. Shows her obtaining day's work schedule, performing noramal office duty, answering phones, running off materials and typing various items.

017 - Butcher's Assistant: Illustrates boy working in local supermarket as assistant to journeyman butcher. Shows him cutting meat and filling shelves as well as other operations in store.

A17 - Butcher's Assistant: Interview and commentary added and edited to tape No. 017.

018 - Farm Hand: Illustrates a boy working on a local farm. Shows him feeding animals, working on farm machinery, driving a tractor and cleaning around the barn.

019 - Janitor's Assistant: Illustrates the various duties of a boy hired to help a crew of janitors in a high school setting. Shows him running various cleaning machines, washing, straightening items and doing other duties required of job.

A20 - Composite tape of entire project, including objectives, introduction, interview, information on pay, motivation, job openings, student workers, and background information.

B1, B2, B3, C1, C2 - Contains segments of all tapes recorded to day, plus additional information necessary to edit tapes.

A sample of the evaluation form used to field test the material as well as copies of three different "teacher packets" follow. The project director will forward to your office the actual results of field testing information and the remainder of the teacher packets prepared if so requested.

Evaluation

Name _____ Group Age Level _____

Position _____ Hours of Program Usage _____

Objectives

Do you feel the program meets it's stated objectives? If yes, how? If no, why not?

Overall

Is the packet compatible with the videotape? If yes, how? If no, why not?

Are the vocabulary, discussion questions, and enrichment activities relevant to your situation? If yes, how? If no, why not?

Would you recommend any alterations in the length of the video presentation? If yes, how? If no, why not?

Was the language and illustrations appropriate for the designated level? If yes, how? If no why not?

Would you utilize other tapes from this program? If yes, why? If no, why not?

Technical

Is the use of videotape a viable delivery system? If yes, how? If no, why not?

Were the stops in the videotape appropriate? If yes, how? If no, why not?

STUDENT SUGGESTIONS/REACTIONS

TEACHER SUGGESTIONS/REACTIONS

Multi-Media Job Awareness Program

Project Directed By:

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The enclosed videotape and teacher packet is the culmination of a federally funded project to build job awareness in mildly handicapped students.

Most of the students taped were senior high mildly handicapped students from Lancaster County. All students shown were involved in a work study program.

Although the enclosed material was designed as an independent teaching unit, it can be used to compliment your on-going career awareness program.

To facilitate continuing evaluation, an evaluation sheet is provided in this packet. Please forward the evaluation to:

Mr. Willaim Caci
Hempfield School District
Landisville, Pa. 17538

NOTE:

The 1/2 inch reel-to-reel videotape can be used with all standard videotape equipment. However, be sure that the equipment is in proper working order.

Objectives

To provide the students with a multi-media program concerning various available occupations.

To provide the student with the opportunity to observe the attitudes, personal appearance, and behavior of people successfully employed.

To identify specific skills and vocabulary required for successful employment in various occupations.

Titles of Tapes and Packets Available

Ceramic's Worker

Supermarket Bagger

Foodline Assistant

Butcher's Assistant

Busboy

Cafeteria Worker

Assistant Cook - Fast Food

Assistant Cook - Restaurant

Practical Nurse

Secretary

Discount Store Clerk

Assistant Shoe Department Manager

Bookstore Clerk

Gas Station Attendant

Auto Body Worker

Warehouse Loading Dock Assistant

Auto Body Worker

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I. Introduction

This videotape is designed for use with junior and senior high mildly handicapped students. It contains an overview of the occupation of Auto Body Repair Worker. The student's attention will be focused on work attitudes, behaviors, and skills inherent in this occupation to increase their job awareness. The worker in the videotape is a student in a high school work study program. The filming was done "on the job".

II. Materials

videotape

video monitor

teacher packet

III. "The Work"

Auto Body Repair Workers are employed in the auto industry in service stations or auto body repair shops.

In an auto body shop such as the one shown, a worker would be required to do a variety of tasks. Some of the tasks in the video tape are:

punch in

weld

paint

sand

measure

cut

putty

read directions

IV. Vocabulary

bumper
chrome
grill
fender
windshield
weld
paint
base coat
primer
work area
accuracy
sprayer (paint)
chisel
sandpaper (different grades)
square
putty
screwdriver various sizes & kinds
level
monkey wrench
hand drill
safety glasses
suitable clothes
auto body manual
schedule
manager
customer
conversation
hazing
shop
union
wire netting (screening)
hammer
mallet
gauge
rule
torch
file or rasp
pliers
hack saw

V. Discussion Questions

1. What jobs did the auto body repair worker do in the videotape?
2. Was the auto body repair worker in the videotape supervised?
3. What would an auto body repair worker's schedule be?

Day hours? Evening hours? Weekends?

4. Why is it important to be at work on time?

5. Why is it important for an auto body repair worker to be able to get along with: customers, fellow employees, and employers?

6. Can you give examples, from the videotape, of situations where the auto body repair worker had to follow directions and take orders?

7. How is an auto body repair worker paid? Hourly? Salaried?

8. Is it necessary for an auto body repair worker to have a high school diploma to do the job? Is experience required?

9. If you were a successful auto body repair worker, what other jobs could you advance to?

10. If you had no experience as an auto body repair worker, where could you get the training needed to do the job?

11. What safety precautions did you observe in the tape? Can you describe any other safety precautions?

12. What subjects in school would help you become a successful auto body repair worker?

13. Can you name any personal characteristics necessary for working in an auto body shop?

14. Can you describe the working conditions of an auto body shop?

15. What are the legal requirements for an auto body repair worker?

16. Why would it be important to stick to a particular job until completed?

17. Being accurate is an important aspect in auto body repair work. Why?

18. Why is it important to take care of tools properly?

19. What safety signs might be seen in an auto body shop?

20. Would this job be for you? Why? Why not?

VI. Enrichment Activities

A few suggestions for further activities are included but may not be applicable to all situations.

A. Tool Identification Game

B. Car Body Part Identification

C. Activities using charts and graphs

D. Using scrap metal to practice sanding, painting, etc.

E. Art Project - student designed car

Possible areas for further unit development:

tool identification	time clock
proper usage of tools	personality
safety	gross pay
legal requirements	figuring work hours
union membership	dressing for the job
employment sources	reading graphs and charts

VII. Auto Occupations

Mechanic	Test Driver
Mechanic's helper	Artists
Gas Station Attendant	Draftsmen
Car Wash Attendant	Welder
Auto Salesman	Painter
Auto Assembly Line Worker	Sander

VIII. References

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Gas Station Attendant

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I. Introduction

This videotape is designed for use with junior and senior high mildly handicapped students. It contains an overview of the occupation of Gas Station Attendant. The student's attention will be focused on work attitudes, behaviors, and skills inherent in this occupation to increase their job awareness. The worker in the videotape is a student in a high school work study program. The filming was done "on the job". Throughout the videotape, stops are provided for pupil-teacher discussion. Conduct your own review or use the discussion questions included at your discression.

II. Materials

videotape

video monitor

teacher packet

III. "The Work"

Everything that moves on the road is kept moving by service stations. These service stations differ in sizes but, basically, provide the same service.

A service station attendant such as the one shown, would be required to do a variety of tasks. Some of the tasks in the videotape are:

- punch in
- pump gas
- check air in tires
- clean windshields
- check air
- Clean work area
- operate car lift
- grease job
- battery check and re-charge
- mount tires
- give directions and road maps
- stock supplies
- empty trash
- handle credit card and/or cash sale
- make phone calls (to customers or place orders)
- check transmission fluid
- check brake fluid

Other jobs a service station attendant might do are:

- state inspection
- operate a tow truck
- "jump" a car

IV. Vocabulary

- uniform
- lug nuts
- hub cap
- hood
- motor oil
- grease
- gas pump
- courtesy
- battery
- battery charger
- credit card
- air pump
- grease gun
- lub
- gas tank
- valve

hose

customer

business

gas cap

manager

weather

gasoline

push broom

supplies

service island

dip stick

"jumper" cables

windshield

cash register

windshield wipers

radiator

attendant

service

conversation

directions

jack

lug wrench (manual or automatic)

tow truck

V. Discussion Questions

1. What jobs did the service station attendant do in the videotape?

2. Was the service station attendant in the videotape supervised?

3. What would a service station attendant's schedule be? Day hours? Evening hours? Weekends?

4. Why is it important to be at work on time?

5. Why is it important for a service station attendant to be able to get along with: customers, fellow employees, and employers?

6. How is a service station attendant paid? Hourly? Salaried?

7. Is it necessary for a service station attendant to have a high school diploma to do the job? Is experience required?

8. If you were a successful service station attendant, what other jobs could you advance to?

9. What safety precautions did you observe in the tape? Can you describe any other safety precautions?

10. What subjects in school would help you become a successful service station attendant?

11. Can you name any personal characteristics necessary for working in a service station?

12. Can you describe the working conditions of a service station

13. What are the legal requirements for a service station attendant?

14. Why would it be important to stick to a particular job until completed?

15. Why is it important to take care of tools properly?

16. Why is a gas station attendant given money at the beginning of each day?

17. Does a gas station attendant wear a special uniform? Why would this be important?

18. What jobs would a service station attendant perform?

19. Why would it be important to have a clean work area?

20. Would this job be for you? Why? Why not?

VI. Enrichment Activities

A few suggestions for further activities are included but may not be applicable to all situations.

A. Give students a drawing of a car to locate areas or parts which need to be serviced.

B. Change tires, check oil, water in radiator and battery, wash windshields, check windshield wiper fluid and blades.

C. Field experience

D. Guest speaker

E. Contact Triple A for available resources and information.

F. Role playing

Possible areas for further unit Development:

map reading
money
proper useage of tools
tool identification
gas mileage
study of car motors
time clock
gross pay
figuring work hours
employment sources
charge card: a. concept
b. forms
c. Math involved
personality - study of
fuel shortage
pollution
driver education
consumer unit on car buying
personal car maintenance

VII. Auto Occupations

Auto Body Worker
Mechanic
Mechanic's helper
Auto Salesperson
Auto Assemblyline Worker
Welder
Painter
Sander
Race Car Driver

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Assistant Cook

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I. Introduction

This videotape is designed for use with junior and senior high school mildly handicapped students. It contains an overview of the occupation of assistant cook. The student's attention will be focused on work attitudes, behaviors and skills inherent in this occupation to increase their job awareness. The worker in the videotape is a student in a high school work study program. The filming was done "on the job".

Throughout the videotape, stops are provided for pupil-teacher discussion. Conduct your own review or use the discussion questions included at your discression.

II. Materials

videotape

video monitor

teacher packet

III. "The Work"

Assistant cooks are employed in the food service industry in restaurants, on ships, in hotels, schools and in businesses which have their own food service.

The restaurant shown was Huber's Hamburgers, a fast food service. The assistant cook was required to do a variety of tasks. Some of the tasks shown on the videotape are:

punch the time clock

mop the floor

remove waste

change deep fryer oil

pour soft ice cream mix

open cans of food

fill containers

carry waste to the dumpster

carry stock materials

clean machinery and tools used

prepare milkshakes, french fries, and hamburgers

IV. Vocabulary

unusual hours
restaurant
well groomed
health examination
cooking utensils
cooking supplies
can opener (manual or machine)
cooking station
measure ingredients accurately
time clock
oil
soft ice cream mix
sanitation
manager
customer
fast food service
uniform
deep fryer
blender
grill
dumpster
waste can
waste can liners
deep fryer cleaner
wet mop, wringer & bucket
scale
scraper
spatula
cleaning cloth

V. Discussion Questions

1. What jobs did the assistant cook do in the videotape?

2. Why must an assistant cook be neat and clean?

3. Why would a physical exam be required for the position of assistant cook?

4. Was the assistant in the videotape supervised?

5. What safety precautions did you observe in the tape?

6. What is it important to keep the work area clean?

7. In the food service industry there are many laws concerning sanitation. Why are these important? Who enforces these laws?

8. What would an assistant cook's work schedule be? Evening hours? Weekends?

9. Why is it important to be at work on time?

10. Why is it important for an assistant cook to be able to get along with: customers, fellow employees and employers?

11. Can you give examples, from the tape, of situations where the assistant cook had to follow directions and take orders?

12. How is an assistant cook paid? Hourly? Salaried?

13. The assistant cook in the videotape did a variety of tasks. Why must an assistant cook be flexible?

14. Is it necessary for an assistant cook to have a high school diploma to do the job? Is experience required?

15. Educational skills are not important on this job, but if you wish to advance, what skills would you need?

16. If you were a successful assistant cook, what other jobs could you advance to?

17. If you had no experience as an assistant cook, where could you get the training to do the job?

18. How would the job of assistant cook be different in a diner? cafeteria?

19. If an assistant cook does not do a good job of fixing the food, customers will not come back to eat in the restaurant again. Why?

20. Would this job be for you? Why? Why not?

VI. Enrichment Activities

A few suggestions for further activities are included but may not be applicable to all situations.

A. Menu planning

B. Role playing problems an assistant cook may encounter such as: argument with supervisor

C. Field experience to a restaurant

D. Interviewing a person who works in a restaurant.

E. Explore legal requirements for an assistant cook.

Possible areas for further unit development.

figuring work hours
gross pay
time clock
personality
proper use of tools & materials
unions
employment sources
measurement
food preparation
good grooming
kitchen safety
transportation
nutrition
health habits
using a menu in a restaurant

VII. Food Service Occupations

Waitress/Waitor
Kitchen aide or helper
Bartender
Cook
Chef
Salad Maker
Hostess/Host
Meat Cutter (Butcher)
Meat Inspector
Cashier
Dishwasher
Busboy or girl

VIII. References

Penn Script

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